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ABSTRACT

How the political literacy of an individual may be promoted is a controversial issue. An undeniable fact is that the agencies of socialization structuring political learning have to be understood in their historical context. The didactic discussion in Germany during the second half of the 20th century comprises a whole range of issues which are not only of national interest but also relevant for teaching and learning in the global society of today. And every educator has to define more or less what kind of civic or political education he/she prefers. The eight essays in this book make evident the dense interrelation of the political process, political socialization, and political education. The book's first chapter (three essays) analyzes various phases of recent German history with a special view on the changes of mentality within the society. The second chapter (two essays) uses two approaches to show how society and socialization invariably structure political learning. The last chapter (three essays) gives some examples of how historical studies may and should contribute to political literacy. Each essay includes notes. (BT)

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